



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11820 S. Warner Elliot Loop, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Evelyn Michell
Schedule : 7:15 AM to 3:30 PM
Grades : Pre-K-5
2004 Enrollment : 790
Web Address : www.kyrene.org
Phone Number : (480) 783-2800
Fax Number : (480) 783-5766
E-mail : emiche@kyrene.org

Mission

To provide a safe learning environment for students, staff and community members. We want to support students in making successful choices academically, socially and emotionally. We will instill the lifelong love of learning, to be independent thinkers and learn to develop good decision-making skills through Character Count Education.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading, writing and mathematics.
- ü Increase students' skills in technology in the classrooms. Our second graders and fourth graders are piloting a program using wireless laptops to support the integration of technology into the curriculum to increase student achievement.
- ü Increase good decision-making skills and life skills in our students through the 'Six Pillars' of Character Count Education. These six pillars are: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Enrollment

October 1, 2003 School Year Student Enrollment : 730
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 130

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Special Education Preschool
- ü ESL
- ü Full-Day Kindergarten - Tuition Based
- ü CLIP-Tutoring of 1st Graders in Reading
- ü CAI - Waterford Phonemic Software -K, 1
- ü PreSchool

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide learning opportunities for all students by providing alternative programs for students experiencing academic/social difficulties. Communicate with parents as needed in a timely fashion. Lomas Staff is dedicated to responding to parent phone calls/issues/concerns within twenty-four hours. Providing a safe school for students, staff, parents and community members is a priority.

Parents

We want our Lomas families to value education and to seek a balance between school work and outside activities. We want our parents to be a partner of learning with the school and their child by being supportive and getting involved. Provide resources at home for learning, or seek help if they need resources at home to help our children to be successful. Read with your children each day.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Technology Grants (3 Teachers)	2000
ü Resiliency Grant (2 Teachers - Prevention Bullying)	2002
ü National Teacher Certified	2001
ü Teacher of the Year	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2007	75509	96	98	100	538	550	521	9	5	13	17	14	23	30	31	33	44	50	31
All Students (Prior Year)	110	1945	75372	100	98	100	542	545	523	4	3	9	11	15	25	46	37	36	39	45	30
Female	77	980	37013	100	98	100	542	552	522	4	4	12	16	14	24	34	31	33	47	51	31
Male	47	1027	38430	90	98	99	531	548	521	19	5	14	19	15	22	23	31	33	40	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	27	288	30486	96	97	99	532	532	505	12	8	18	16	21	29	20	30	32	52	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	83	1375	35192	95	98	99	545	555	534	7	3	8	14	12	19	36	32	35	43	52	39
Students with Disabilities	10	193	9708	77	99	100	459	497	489	33	24	32	67	33	27	0	23	24	0	20	17
Students without Disabilities	114	1814	65801	98	98	98	542	554	525	8	3	11	14	13	23	32	32	34	46	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	19	256	36411				514	516	503	11	10	19	33	25	29	22	36	32	33	28	20
Non-Economically Disadvantaged	105	1751	39040				542	554	534	9	4	8	14	13	19	31	31	34	46	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2005	75492	96	98	100	526	533	519	9	5	12	13	10	16	52	49	47	27	36	24
All Students (Prior Year)	107	1951	75221	99	99	100	534	536	523	3	2	8	9	9	16	57	59	56	31	29	21
Female	77	979	37014	100	98	100	530	536	523	6	4	10	12	8	15	48	48	48	34	40	27
Male	47	1026	38400	90	98	99	519	530	516	14	6	14	14	12	17	58	50	47	14	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	27	291	30438	96	98	99	524	523	508	4	6	17	20	14	21	56	55	47	20	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	83	1374	35177	95	98	99	529	536	528	10	4	8	10	8	13	49	49	49	31	38	31
Students with Disabilities	10	194	9707	77	100	100	474	501	495	50	26	33	17	21	21	33	36	33	0	17	13
Students without Disabilities	114	1811	65785	98	98	98	529	536	522	7	3	10	12	9	16	53	50	49	28	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	19	258	36302				515	515	507	11	12	18	22	16	21	44	54	46	22	18	14
Non-Economically Disadvantaged	105	1747	39164				528	536	528	9	4	8	11	9	13	53	48	48	27	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	1993	75053	95	98	99	639	650	597	5	4	7	8	7	12	71	71	72	16	18	9
All Students (Prior Year)	104	1913	73654	96	97	99	536	544	530	6	4	9	7	9	13	83	76	70	4	11	7
Female	76	973	36872	99	97	99	659	682	621	4	3	5	4	3	9	74	70	74	18	24	12
Male	46	1020	38109	88	98	99	601	618	573	7	6	10	14	10	14	67	72	69	12	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	27	284	30235	96	95	98	630	634	575	0	5	9	12	8	14	76	75	70	12	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	81	1373	35028	93	98	99	661	651	613	4	4	6	6	6	10	71	72	73	19	18	11
Students with Disabilities	10	192	9625	77	99	100	528	531	530	17	19	21	33	20	21	50	58	55	0	2	4
Students without Disabilities	112	1801	65428	97	97	98	645	659	604	4	3	6	6	6	11	72	72	73	17	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	19	257	36077				592	597	566	6	10	10	11	13	16	78	71	69	6	7	5
Non-Economically Disadvantaged	103	1736	38950				647	657	618	5	4	5	7	6	9	70	71	73	18	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2065	76019	100	98	100	504	534	499	10	4	14	41	25	39	18	13	14	31	58	33
All Students (Prior Year)	117	2076	76230	95	97	100	503	528	498	10	3	12	35	25	38	11	13	12	44	60	37
Female	54	989	37207	100	98	100	505	534	499	8	2	12	42	25	41	18	14	14	32	58	33
Male	62	1073	38677	97	98	100	504	535	498	10	5	15	41	25	38	18	12	13	31	59	34
African American	13	145	3817	93	97	100	482	496	475	13	11	23	50	43	47	38	14	11	0	32	18
Hispanic	26	294	29458	100	97	100	508	513	480	10	5	20	33	39	48	19	14	12	38	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	65	1403	35880	98	97	100	510	541	515	10	3	7	39	21	32	15	13	16	36	63	45
Students with Disabilities	17	185	9786	100	99	100	451	471	457	33	25	39	67	52	40	0	7	7	0	16	13
Students without Disabilities	100	1880	66233	100	98	99	506	539	503	9	2	11	40	23	39	18	13	14	32	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	23	278	35714				491	497	480	0	8	20	65	48	47	18	15	12	18	29	20
Non-Economically Disadvantaged	94	1787	40266				507	540	513	12	3	9	36	22	33	18	12	15	34	62	43

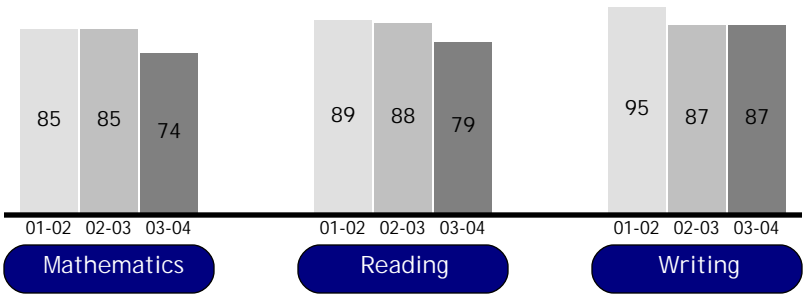
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2069	76020	100	98	100	508	516	503	14	10	25	25	18	23	44	51	40	17	21	12
All Students (Prior Year)	118	2074	76202	96	97	100	514	519	505	8	6	19	21	16	24	55	56	46	16	23	11
Female	54	992	37213	100	98	100	513	519	504	12	9	22	22	18	23	52	51	42	14	22	13
Male	62	1074	38666	97	98	100	505	513	501	14	12	29	29	18	22	37	50	38	20	20	12
African American	13	146	3819	93	97	100	498	501	494	0	23	37	50	26	26	50	46	31	0	6	6
Hispanic	26	294	29442	100	97	99	514	506	494	19	17	37	14	27	26	48	42	31	19	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	65	1405	35890	98	97	100	510	518	511	13	7	15	28	16	20	39	53	48	20	23	18
Students with Disabilities	17	185	9784	100	99	100	493	488	485	33	48	58	33	22	19	33	27	19	0	2	4
Students without Disabilities	100	1884	66236	100	98	99	509	518	504	13	8	23	25	18	23	44	52	42	17	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	23	278	35703				499	499	494	18	23	37	35	28	26	41	41	31	6	7	6
Non-Economically Disadvantaged	94	1791	40274				510	518	509	13	9	17	24	16	20	45	52	47	19	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2061	75673	100	98	100	550	581	530	6	5	12	21	16	25	70	69	58	3	10	4
All Students (Prior Year)	116	2048	74692	94	96	99	506	528	502	11	6	18	33	19	27	52	60	47	4	15	8
Female	54	990	37099	100	98	100	573	603	548	6	2	8	10	11	22	78	74	64	6	13	6
Male	62	1069	38441	97	97	99	527	561	513	6	6	16	31	21	29	63	66	52	0	7	3
African American	13	144	3791	93	96	99	522	544	506	13	14	18	13	20	29	75	60	50	0	5	3
Hispanic	26	293	29305	100	96	99	568	561	507	5	4	16	19	20	31	67	70	51	10	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	65	1403	35760	98	97	99	556	586	550	3	3	9	21	15	21	74	71	64	2	10	6
Students with Disabilities	17	185	9706	100	99	100	521	486	462	0	24	36	33	31	32	67	44	31	0	2	1
Students without Disabilities	99	1876	65967	99	98	99	551	588	536	6	3	10	20	15	25	70	71	60	3	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	23	277	35541				529	531	504	18	12	17	12	24	31	71	60	50	0	4	2
Non-Economically Disadvantaged	93	1784	40091				554	588	550	4	4	9	23	15	21	70	71	64	4	11	6

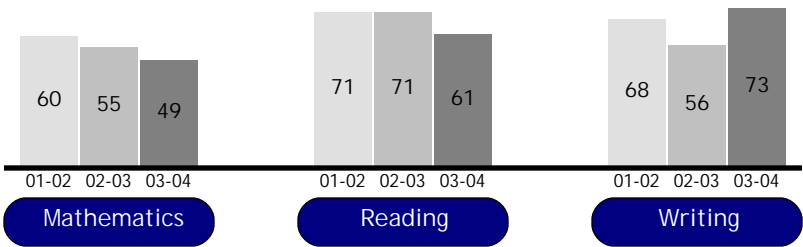
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	51	58	44	86	49	67	50	97	50	NA	58
	Language	96	51	56	39	96	49	60	43	100	41	60	50
	Mathematics	96	61	68	52	94	61	75	57	100	58	76	64
3	Reading	93	57	64	43	98	62	70	47	95	61	NA	55
	Language	93	63	70	50	97	65	72	54	96	59	72	61
	Mathematics	90	73	71	50	96	72	76	54	97	70	78	61
4	Reading	98	60	69	47	99	67	73	52	97	70	NA	56
	Language	98	55	63	45	100	60	65	48	96	58	66	52
	Mathematics	98	70	74	52	99	72	77	57	97	72	78	61
5	Reading	98	58	67	46	92	66	71	50	96	66	NA	55
	Language	98	52	61	43	99	58	65	46	95	58	65	49
	Mathematics	98	71	78	54	96	73	82	57	95	71	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum and Instructional Support
- ü Parent/Educator Communications
- ü After School Enrichment
- ü Parent, Staff and Student Surveys
- ü Funds for Teaching Materials
- ü Literacy Skills

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	1.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	9	4	0	0
7 to 9 years	5	1	0	0
10 or more years	19	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Special Education Preschool
- ü Closed-circuit Broadcasting
- ü Technology Lab
- ü Multimedia Center/Library

Extracurricular Activities

- ü Student Council
- ü After School Tutoring in Reading
- ü Chess Club/School Newspaper
- ü Morning Announcement Video Broadcast
- ü After School Child Care Program
- ü Adult Community Enrichment Classes
- ü Intramural Sports at Lunch Time
- ü After School Computer Classes

Social Services

- ü Breakfast and Lunch Program
- ü Access to District Family Resource Ctr.
- ü Health Services
- ü DES Services (For Childcare)

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Ü Lomas achieved its three goals for 2003-2004: improved students' skill in writing and technology use, and high levels of community satisfaction with the service provided by the school. Improved math and reading scores K-5.
- Ü Lomas Kindergartners spend 15 minutes per day in Computer-Assisted-Instruction in Phonemic Awareness and Phonics activities through our Waterford Software.
- Ü Lomas second grade students increased their technology skills using wireless laptops in their classrooms. They were able to take assessments online, keep ongoing writing portfolios and improve math skills.
- Ü Lomas student discipline showed a decrease from August, 2003 to May, 2004 since the Character Count Education program has been used in our school.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	67	74
Grades 3-4	76	59
Grades 4-5	60	60

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students, staff, parents and community members feel safe and are safe at Lomas at all times. We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment. Through Title IV funds we have a prevention counselor on our campus one day per week, counseling groups are offered weekly on anger management, divorce, social skills and adapting to change. Character Count Education is a big part of our curriculum and discipline policy at Lomas.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Evelyn Michell	(480) 783-2800
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Stephanie Jones	(480) 783-2896
Parent Organization	Yayi Venezia	(480) 783-2800
Student Health/Nurse	Virginia Stanley	(480) 783-2884

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.